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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.2.    Recognize, extend, and create repeating, growing, number; e.g., skip counting, odd/even, counting on by 10; and one and two attribute patterns. Describe the pattern and the rule used to make it.(Includes How Many Pockets?)  1.1.3.    Replicate the pattern using a different representation, e.g., letters to numbers.  1.1.4.    Use patterns and the rules that describe the patterns to identify a missing object, objects with common or different attributes, and the complement of a set of objects.  1.3.7. Demonstrate an understanding of equivalence or balance of sets using objects, models, diagrams, numbers whole number relationships (operations) and the equals sign, e.g., 2 + 3 = 5 is the same as 5 = 2 + 3 and the same as 4 + 1 = 5. (includes Today's Number and Quick Images and Pattern Blocks )  2.1.7. Describe ratios in terms of the linear patterns that develop from the relationships between quantities, e.g., In a pattern of green, green, red blocks there are always two green blocks for one red block.(Includes Quick Images)  2.2.11.    Skip count by twos, fives, tens and hundreds to 1,000 and beyond.  2.2.12.    Determine whether a set of objects has an odd or even number of items by pairing objects and creating arrays.  4.1.2. Collect and systematically organize and represent the data that answer the questions using lists, charts and tables, tallies, glyphs (coded pictures), picture graphs and bar graphs. (Includes How Many Pockets?)  4.2.3.    Describe data that have been organized and make comparisons using terms such as largest, smallest, most often or least often (Includes How Many Pockets?)  4.2.4. Determine patterns and make predictions from data displayed in tables and graphs **. (How Mny Pockets?)**  **Classroom Routines ONLY**  1.1.5. Analyze and describe observable changes in patterns using language that describes number characteristics and qualitative characteristics such as attributes, orientation and position.(Quick Images)  2.1.1. Locate, label, compare, and order whole numbers up to 1,000 using pictures, place value models, number lines, and benchmarks of 0, 10 and 100, including naming the number that is 10 or 100 more or less than a given number.(Quick Images/How Many Pockets?)  2.1.2. Represent whole numbers up to 1,000 by modeling and writing numbers in expanded forms, e.g., 37 = (3 x 10) + (7 x 1), and regrouped forms, e.g., (2 x 10) + (17 x 1) = 37, and use the forms to support computational strategies.(How Many Pockets?)  2.2.13. Create word problems and write and solve two- and three-digit number sentences that reflect contextual situations and real-world experiences involving addition and subtraction. Construct and solve open sentences, e.g., c + 5 = 11. Solve the problems using a variety of methods including models, pictures, pencil and paper, estimation and mental computation, and describe the reasoning or strategies used. (How Many Pockets)  2.2.14.    Solve problems using addition and subtraction facts involving sums and differences to 20 with flexibility and fluency (Today’s Number)  2.2.15.    Add two-digit numbers with and without regrouping. Subtract two-digit numbers without regrouping and with regrouping using models. (Quick Images)  2.2.17. Use a variety of strategies to estimate solutions and to determine if a solution to a computation or word problem reflecting real-world experiences involving addition and subtraction of two- and three-digit whole numbers is reasonable.(How Many Pockets?)  2.2.18. Determine and compare the value of pennies, nickels, dimes, quarters and half dollars. (Coins and Quick Images)  2.2.19. Count, compare and trade sets of pennines, dimes and dollars up to $10.00 (Coins and Strips and Singles and Quick Images)  3.3.6.    Solve problems involving telling time, including estimating and measuring the length of time needed to complete a task, to the half-hour using analog and digital clocks. (What Time is it?) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |